

The Inauguration of
C. D. Spangler, Jr.
as President of the
University of North Carolina
October 17, 1986

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*The Inauguration
of C. D. Spangler, Jr.
as President of the
University of North Carolina
Polk Place, Chapel Hill*

October 17, 1986

The University of North Carolina

Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

North Carolina Agricultural and

Technical State University

North Carolina Central University

North Carolina School of the Arts

North Carolina State University at Raleigh

Pembroke State University

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Wilmington

Western Carolina University

Winston-Salem State University

The University of North Carolina

“. . . to consult the happiness of a rising generation, and endeavor to fit them for an honorable discharge of the social duties of life, by paying the strictest attention to their education . . .”

These were the objectives of the General Assembly of 1789 in chartering the University of North Carolina. To that enduring, core responsibility, two centuries have added the manifold functions of a modern university and have extended the physical presence of the University of North Carolina from a single, central campus, purposely retired from the world's bustle, to 16 institutions of higher learning and many associated and ancillary facilities, spanning the length of North Carolina and directly engaged in serving our society and economy in uncounted ways.

The University of North Carolina at Chapel Hill, which enrolled its first student in 1795, was the nation's and the state's first active venture in public higher education. Eighty-two years later, the General Assembly began sponsoring additional institutions of higher education, gradually increasing the number to 16 by 1963. Those institutions were diverse in origin and purpose. Some began as high schools. Several were created expressly to prepare teachers for the public schools. Others had a technological emphasis. Yet others have always been liberal arts institutions. One is a training school for performing artists. All now grant bachelor's degrees and most now also offer graduate and professional degrees. The North Carolina General Assembly of 1931 merged the university at Chapel Hill, North Carolina State College in Raleigh, and Woman's College in Greensboro into the University of North Carolina, with one board of trustees and one president. Three more campuses (Charlotte in 1965, Asheville and Wilmington in 1969) were added to the multi-campus University by legislative action. In 1972, by action of the General Assembly, the remaining ten public senior institutions, each of which had until then been legally separate, were brought into the Uni-

“I was struck, thinking about my remarks here today, by how little the University’s mission has changed in the last 193 years. Here we are, some 1,200 cornerstones since the one in Old East, hundreds of thousands of diplomas later, billions of dollars in investments later, with knowledge exploding around us, and the main mission is still the same: to educate those who would learn.”

—President Spangler

versity of North Carolina, making the number of its constituent degree-granting institutions 16. (The North Carolina School of Science and Mathematics, a high school for gifted students, was in 1985 declared an affiliated school of the University.) The board of governors, whose 32 members are elected by the General Assembly for eight-year terms, is the policy-making board of the University and elects the president, who administers the University.

Each institution is headed by a chancellor, who is chosen by the board of governors on the president’s nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the board of governors, four appointed by the governor, and usually one ex officio member. Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the board of governors.

It is the duty of the president and the board of governors to obtain (chiefly from the General Assembly) most of the funds the University requires, to plan the University’s response to the state’s higher education needs, to allocate programs among the constituent institutions and monitor their performance, to choose or approve major administrative appointees, and to approve all tenured faculty appointments.

The constituent institutions, under the leadership of their chancellors and pursuant to policies established in part by the board of governors and in part by their respective boards of trustees, fulfill their assigned and diversified educational roles. Every institution has a statewide mission; some also enjoy special roles in relation to their geographic areas. All welcome students of both sexes and all races.

Thus the University of North Carolina, through its 16 campuses, the nine area health education centers, the agricultural research and extension services, the UNC Center for Public Television, and myriad other facilities and programs, reaches out in expanding service to the people of the state who generously sustain it.

Appalachian State University

Founded as a private grade school in 1899 by two brothers from Watauga County, Dauphin Disco Dougherty and Blanford Barnard Dougherty, Watauga Academy began operations with 53 students in a two-room school. Its name was changed to Appalachian Training School when it became a state insti-

tution in 1903. By 1929 Appalachian was a four-year college for teachers. In its 87-year history, the institution has had only four heads; B. B. Dougherty was president from the beginning until 1955. Today Appalachian has some 10,400 students and offers 130 academic majors at the baccalaureate level, over 70 at the master's and intermediate levels.

East Carolina University

One of seven constituent institutions founded in this century, ECU was chartered by the state in 1907 as East Carolina Teachers Training School. Several communities competed for the school once it was chartered, and Greenville won after the voters of Pitt County approved a \$100,000 bond issue for start-up funds. Initially offering a two-year program, ECU enrolled 174 students in its first regular session. The first baccalaureate degrees were conferred in 1922, the first master's degrees in 1929. Today ECU offers doctoral programs in six fields and has one of the University's two four-year schools of medicine. Enrollment, some 14,450 this fall, is the third highest in the University.

Elizabeth City State University

Chartered in 1891 as Elizabeth City State Colored Normal School, this teacher-training institution opened in January 1892. The school owes its start to Hugh Cale, a black merchant and landholder who represented Pasquotank County as a Republican in the state legislature. He sponsored the 1891 legislation that established state sponsorship for the school. It began with two teachers, 23 students, and a budget of \$900. Today 125 faculty members teach a student population of about 1,600. Elizabeth City State offers baccalaureate degrees in 25 majors; master's programs are offered in the University Graduate Center established in 1980.

Fayetteville State University

This is the second oldest state-supported institution of higher education in North Carolina. The General Assembly in 1877 made a modest appropriation for a school for the education of black teachers, so modest that state officials elected to give the money to a school already in existence. The Howard School in Fayetteville was picked because it had a ten-year record of success in teaching black children. In 1939 Fayetteville State

"I am persuaded that the University of North Carolina's strong national reputation and its excellent faculty have been gained in part because the leaders of this institution, and its faculty, were speaking out for equal rights for all races at a time when the idea was abhorrent to most of our state's taxpayers and legislators."

—President Spangler

"The University has unique strengths which, if properly used, can bring together ideas with capital. The University can act as a catalyst to produce a sounder economic base for our state."

—President Spangler

became a four-year college. Today it confers graduate degrees in business administration and several fields of education, and it has an active instructional program for military personnel at Fort Bragg. Enrollment, which has grown apace with the area served, now stands at about 2,900.

North Carolina Agricultural and Technical State University

Established as a land-grant college, this institution began in Raleigh in 1891 as the Agricultural and Mechanical College for the Colored Race. It moved to Greensboro two years later. Today it has one of the two agricultural schools in the state—it runs a 600-acre farm—and one of the three engineering schools in the University. In all, there are eight colleges and professional schools: agriculture, arts and sciences, business and economics, education, engineering, nursing, technology, and graduate studies. Research conducted by professors and students, in such fields as composite-materials development, attracts outside funds of some \$6.5 million annually. This fall's enrollment is about 5,850.

North Carolina Central University

Chartered in 1909 as the National Religious Training School and Chautauqua, this privately supported Durham institution almost expired before the General Assembly appropriated funds for it in 1923. In 1925, at the urging of founder James E. Shepard, a black church leader, the legislature authorized the college to offer four-year programs in the liberal arts as well as for teachers in primary and elementary schools. Master's programs were offered beginning in 1939, and in 1940 the School of Law, the only one in the University outside Chapel Hill, began operations. North Carolina Central today offers master's level work in many fields including business, library science, and criminal justice. This fall's enrollment is about 4,900.

North Carolina School of the Arts

This institution has the smallest campus, the smallest student body (fall enrollment: 700), and the shortest history of any in the University. Yet it has won acclaim both nationally and internationally. Established in 1963 by the General Assembly as a residential school for the performing arts, the school of-

fers drama, dance, music, and design and production at the baccalaureate level. It also enrolls high school students for the study of dance, music, and visual arts. The campus is in Winston-Salem, partly because a telethon in the arts-loving city raised \$1 million for the school in 24 hours.

North Carolina State University at Raleigh

Founded in 1887 as a land-grant college, the North Carolina College of Agricultural and Mechanic Arts began modestly with one building on a tract of land donated by Raleigh farmer Stanhope Pullen. The first class, in 1889, had 72 students; enrollment this fall was some 24,550, the highest in the University. Last year North Carolina State attracted \$75 million (mostly federal money) for research in agriculture and other fields, prominently engineering. Its programs in toxicology and in textiles are among the best in the nation. Together with North Carolina A & T, the university staffs agricultural-extension offices in all 100 counties of the state.

Pembroke State University

Established by the state 1887 to train Robeson County Indians as teachers, this school was originally designated Croatan Normal School. It developed slowly into a full fledged college; the first four-year degrees were not conferred until 1940. Pembroke remained an Indian school—non-Indians were refused admission—until 1953, when its board of trustees opened the doors to whites. Its special ties to its heritage have been preserved through active programs of research on the American Indian. This fall's enrollment, at 2,450, is 61 percent white, 24 percent Indian, and 13 percent black. Today Pembroke offers a number of master's degree programs, all in education.

University of North Carolina at Asheville

Descended from two junior colleges founded in the late 1920's, this institution was briefly named Biltmore College in the 1930's. Later known for more than 30 years as Asheville-Biltmore College, it became a state-supported community college in 1957, was designated a four-year senior college in 1963, and joined the University in 1969. Its strong liberal arts curriculum has been broadened by the addition of career-ori-

“I will oppose any efforts to silence the expression of ideas, provided the expression is not so noisy or unruly that it interferes with the educational process.”

—President Spangler

“Only yards from here, in Old East, a building you can see on your right, our first students lived and studied in 1795. Those students were the first students in the United States to attend a public university.”

—President Spangler

ented programs in accounting, computer science, communications, and industrial and engineering management. Fall enrollment is about 2,900.

University of North Carolina at Chapel Hill

This was the first state institution of higher education to open its doors and the only public university in the country to award degrees to students in the eighteenth century. Authorized by the state constitution in 1776 and chartered in 1789, the university today has a faculty that is rated the most outstanding in the southeast by the Conference Board of the Associated Research Councils. The Chapel Hill campus has the state's only schools of dentistry, public health, and pharmacy. As a leading recipient of federal and other support for research, it attracted \$89 million for various projects, mostly health-related, last year. Its Walter Royal Davis Library ranks as the No. 1 research library in the southeast. Enrollment is about 22,750.

University of North Carolina at Charlotte

Established in 1946 as the Charlotte Center of the University of North Carolina, this institution became in 1949 Charlotte College, a two-year community college. In 1965, two years after a four-year program was introduced, the campus became the fourth to join the University of North Carolina. Enrollment today is 11,750, making UNCC the fourth largest of the constituent institutions. Undergraduate and graduate programs are organized into six fields: architecture, business administration, engineering, education and allied professions, nursing, and arts and sciences. UNCC led in the development of University Place, a new town, and University Research Park, both adjacent to the campus, which have spurred expansion of programs in urban studies and engineering.

University of North Carolina at Greensboro

A crusade on behalf of women's education headed by North Carolinian Charles Duncan McIver, a Chapel Hill graduate, led the General Assembly to charter this institution in 1891. Originally named State Normal and Industrial School and presided over by McIver, the institution was exclusively for women until 1963. UNCG, which joined the University of

North Carolina in 1931, has a long-standing commitment to a curriculum firmly based in the liberal arts. It offers undergraduate degrees in 90 majors, master's degrees in 72 fields, and doctoral degrees in 13 areas of study. Today about a third of the 10,350 students are male.

University of North Carolina at Wilmington

Founded in 1947 as Wilmington College, a two-year county institution controlled by the New Hanover Board of Education, this campus came under the state's umbrella in 1958. Five years later, by an act of the General Assembly, Wilmington became a senior college with a four-year curriculum. In 1969, the institution was given its present name and brought into the University of North Carolina. Today instructional programs are organized into a college of arts and sciences and three professional schools: business administration, education, and nursing. "UNC-by-the-Sea" as it is sometimes called, has taken advantage of its coastal location to develop extensive teaching and research programs in marine biology. This fall's enrollment is about 5,900.

Western Carolina University

This institution's predecessor was a small school for mountain children established in Cullowhee in 1889. In 1893 a department was added to prepare teachers; in 1929 the four-year curriculum was introduced, and in 1951 a graduate school was added. Some 5,900 students are currently enrolled in the university's six schools: arts and sciences, business, education and psychology, nursing and health sciences, technology and applied science, and the graduate school. The physical plant, consisting in 1889 of a single classroom, now comprises 56 buildings on 200 acres. The latest addition to the campus is the North Carolina Center for the Advancement of Teaching, an innovative effort to promote professional growth among the state's public school teachers.

Winston-Salem State University

Founded in 1892 as Slater Industrial Academy, a one-room frame structure with 25 pupils and a single teacher, this institution became a state school in 1897. The name was changed

"Illiteracy can be eliminated in North Carolina. It is the University's responsibility to bring future teachers to public schools equipped to win this battle, and it is the state's responsibility to say we shall have no illiteracy in North Carolina in the twenty-first century."

—President Spangler

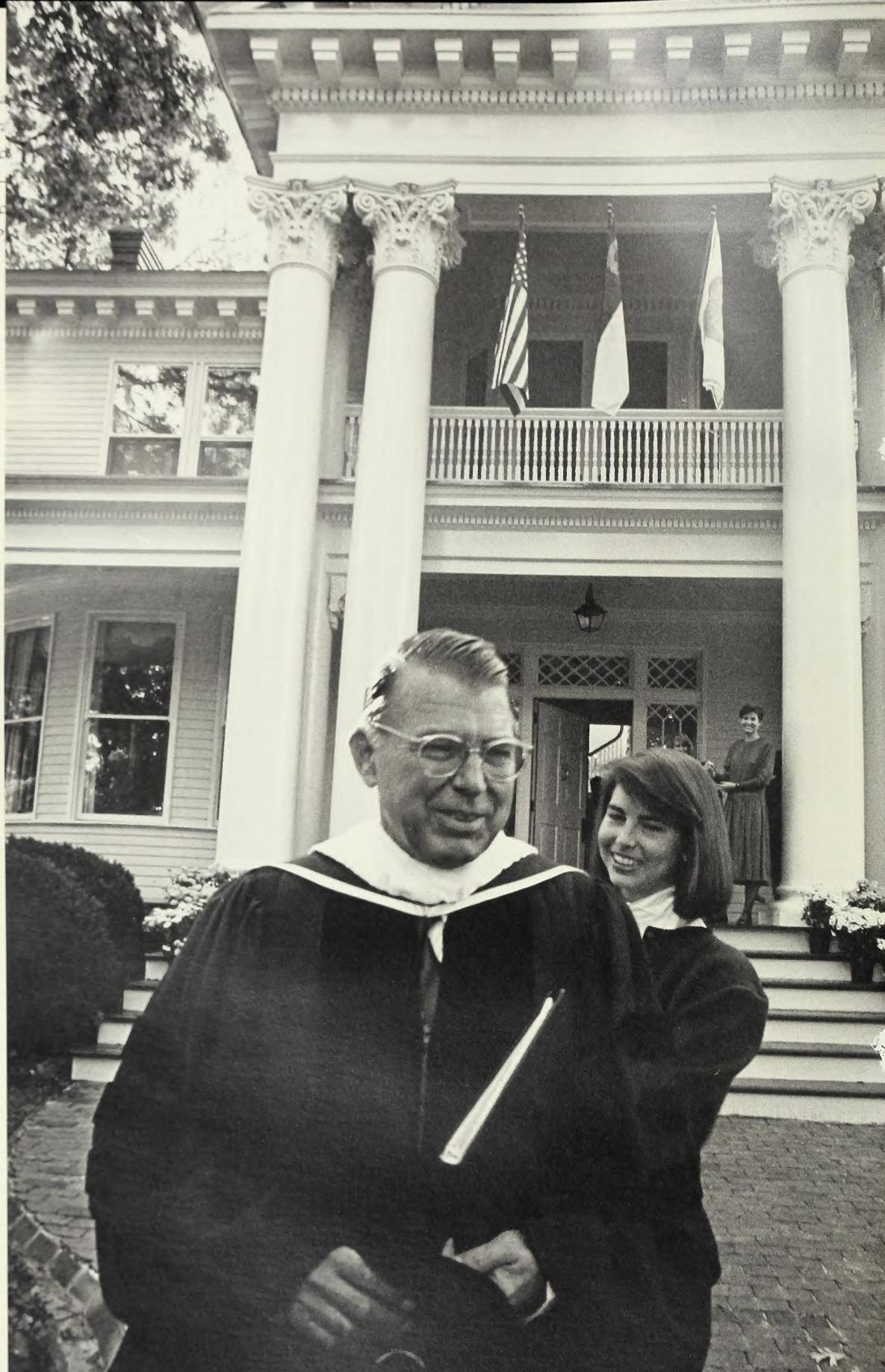
"Places of learning have always been pleasant places, and they should be—even beautiful places."

—President Spangler

to Winston-Salem State Teachers College in 1925 when the General Assembly authorized a four-year curriculum leading to a degree in elementary education—the first such degree authorized for a black institution in the U.S. A nursing school was added in 1953. Today the Winston-Salem campus offers baccalaureate degrees in 30 majors, as well as master's level study through its Graduate Center. Enrollment this fall is approximately 2,550.



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President Spangler

Until March, when he assumed the presidency of the University of North Carolina, C. D. Spangler, Jr., was a businessman for whom public service in education had been a longtime vocation.

Dick Spangler was born in Charlotte on April 5, 1932. He attended public schools there through the ninth grade and finished high school in 1950 at Woodberry Forest School in Orange, Virginia. In 1954 he received a bachelor of science degree from the University of North Carolina at Chapel Hill and in 1956 a master's in business administration from Harvard Graduate School of Business Administration. The next two years were spent in the U.S. Army. In 1958 Mr. Spangler returned to Charlotte and a job with C.D. Spangler Construction Company, which had been founded by his father.

In 1960 Mr. Spangler and Meredith Riggs of Bronxville, New York, were married. A graduate of Wellesley College (Class of 1959), Mrs. Spangler had done graduate work at the London School of Economics and Political Science and she later earned a master's in education from the University of North Carolina at Charlotte. The Spanglers have two daughters, Anna (born in 1962) and Abigail (1965). After the girls entered the Charlotte public schools, both parents were active volunteers in the educational system. In 1972 Mr. Spangler was elected to the Charlotte-Mecklenburg Board of Education. He served as Vice Chairman from 1974 to 1976, a turbulent period during which that school system moved toward compliance with court orders for desegregation. During this time Mr. Spangler also participated in statewide efforts to provide a kindergarten program for all 5-year-olds in the public schools. Both Anna and Abigail remained in the public schools until they graduated from high school.

In 1973, while continuing to serve as president of the rapidly expanding family construction company, Mr. Spangler became chairman of the Bank of North Carolina, then a troubled 70-branch institution. Under his leadership the bank prospered, and in 1982 it was merged into NCNB Corpora-



tion. Mr. Spangler was subsequently elected a director of NCNB and served until he accepted the leadership of the University.

From 1982 until early this year Mr. Spangler was chairman of the North Carolina State Board of Education, which has responsibility for setting policies for the state's 2,000 primary and secondary public schools. In 1984 he co-chaired Governor James B. Hunt's Commission on Education for Economic Growth. In both roles he advocated a return to emphasis on teaching the basics, higher salaries for teachers, and programs for training high school principals for their challenging jobs.

Mr. Spangler, a deacon in the Myers Park Baptist Church in Charlotte, has served on the boards of the Charlotte Symphony Orchestra, the Mint Museum of Art, the Charlotte YMCA, and Crozer Theological Seminary. Last year he received an honorary Doctor of Humane Letters from Queens College and earlier this year an honorary Doctor of Laws from Davidson College. Both he and Mrs. Spangler are members of the board of directors of Union Theological Seminary in New York City. From 1977 to 1981 Mrs. Spangler was also a trustee of the University of North Carolina at Charlotte. Currently she is a trustee of Johnson C. Smith University.

Abigail is now a senior at Wellesley and Anna is in her first year at Harvard Business School.

Order of Academic Procession

Irvine Reid Stirling Haig, Grand Marshal

The Official Party

*Board of Governors and
University Vice Presidents*

*Presentation of Campus Banners:
Chairmen of Boards of Trustees, Chancellors, and
Student Body Presidents*

Delegates from Universities and Colleges

*Delegates from Learned Societies and
Educational Associations*

The Faculty Assembly

The Faculties



The Inauguration

PRESIDING

Philip G. Carson, Chairman of the Board of Governors

INAUGURAL CONCERT

Wind Symphony of the University of North Carolina

at Chapel Hill

James Arrowood, conductor

ACADEMIC PROCESSION (audience seated)

War March of the Priests from "Athalia"

(Felix Mendelssohn/Lake)

March from "Scipione" (George Frederick Handel/Leidzen)

Sine Nomine (Ralph Vaughan Williams)

AMERICA THE BEAUTIFUL

(Katherine Lee Bates/Samuel Augustus Ward)

O beautiful for spacious skies,
for amber waves of grain
For purple mountain majesties,
above the fruited plain!
America! America! God shed his grace on thee,
and crown thy good with brotherhood
from sea to shining sea.

INVOCATION

Prezell Robinson, president of St. Augustine's College

“. . . Especially do we ask thy blessings upon this thy servant, Dick Spangler . . . Fill him with a healthy enthusiasm, strong stamina; endow him plenteously with thy heavenly grace . . . May his sensitivity to the great moral and ethical issues of our day continue to bring great honor to him and to this university . . . Amen.”

G R E E T I N G S

From the People of North Carolina
James G. Martin, governor

From the Students of the University
Gary Mauney, student at North Carolina State University at Raleigh and president of the University of North Carolina Association of Student Governments

From the Faculties of the University
Betty Jo Welch, professor at the University of North Carolina at Wilmington and chair of the Faculty Assembly of the University of North Carolina

From the Alumni of the University
Charles Kuralt, alumnus

From the Public Schools of North Carolina
Mebane M. Pritchett, chairman of the State Board of Education

From the Colleges and Universities in North Carolina
H. Keith H. Brodie, president of Duke University

From the University World
Sir John Butterfield, master of Downing College and regius professor of physic in the University of Cambridge, formerly vice chancellor of the University of Cambridge

ALLELUIA (Randall Thompson)
Combined Choral Groups from the University of North Carolina at Greensboro;
Richard Cox, conductor

THE PRESENTATION OF THE PRESIDENT
Chairman Carson

THE ADMINISTRATION OF THE OATH OF OFFICE
Joseph Branch, chief justice, retired, of the North Carolina Supreme Court

THE INDUCTION INTO OFFICE
Chairman Carson

THE INAUGURAL ADDRESS

President Spangler

GOD OF GRACE AND GOD OF GLORY

(Harry Emerson Fosdick/John Hughes)

God of grace and God of glory,
on thy people pour thy power;
Crown thine ancient Church's story;
bring her bud to glorious flower.
Grant us wisdom, grant us courage,
for the facing of this hour,
for the facing of this hour.

BENEDICTION

The Reverend Eugene Owens, Myers Park Baptist Church

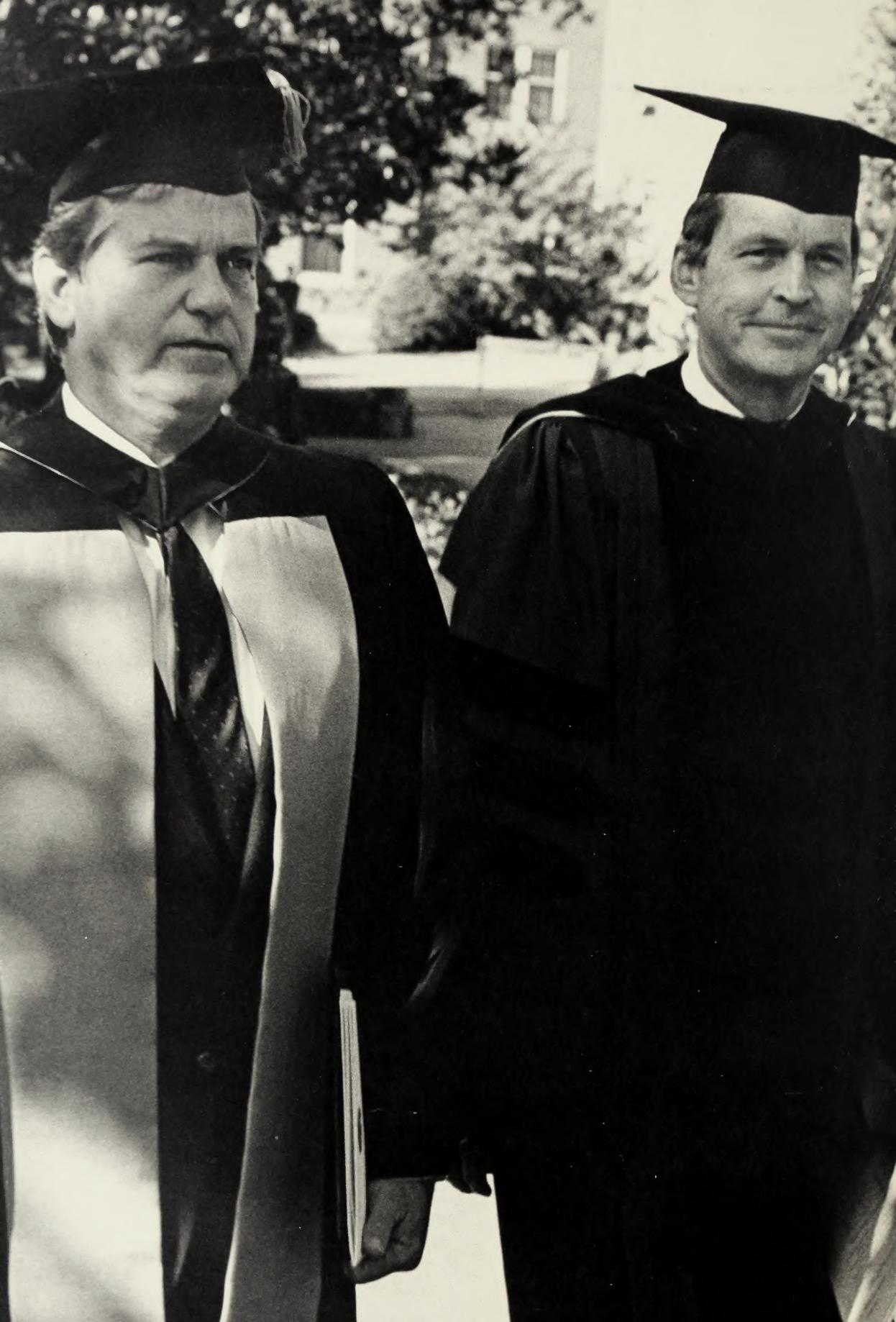
“May the eternally gracious God continue to inspire us in
the freest and most creative expressions of a spiritually en-
lightened humanness. Amen.”

RECESSIONAL

Conquest (Alfred Newman/Bennett)

Triumphal March (Nicholas Miaskovsky)

Rakoczy March (Hector Berlioz/Gordon)



Greetings from the People of North Carolina

JAMES G. MARTIN

Governor

Thank you very much. Chairman Carson, President Spangler, esteemed faculty and staff and friends of this great university, scholars from the university world and learned academic societies, distinguished guests, ladies and gentlemen.

I am delighted to be here for this inauguration of the one fellow in North Carolina who, I think, has a better job than I do. That's why his inauguration takes one day longer than mine—and is grander, and has more plumage of academic regalia. (We had sent out the word it was supposed to be two percent less—a little private joke between the faculty chairmen and myself.)

I am pleased today to bring you greetings on behalf of the official family of the State of North Carolina, but more especially, our family of more than six million citizens who have always looked to our public university system as our brightest beacon of enlightenment. For almost two centuries it has been this and much more. With almost the same stroke of the pen in 1789 two great acts were written with a bold flourish across the pages of North Carolina history—the adoption of the United States Constitution and the creation of a public institution to sustain and perpetuate its ideals. Both remain today, the oldest in our national existence.

Was it mere coincidence—these two acts—or was it divine guidance? Our fathers of statehood knew that a commonwealth that expects to be ignorant and free expects, in the words of Thomas Jefferson, "what never was and never will be." What they really wanted was a medium of higher education through which they could transfer these fundamental beliefs based on self-evident truths to their successors. By these acts the legislators of that day created a new cultural climate that has given wings to the human spirit. They encouraged exploration to reveal the scientific secrets of the universe, to give meaning to the pursuit of happiness, and they gave us,



*"I am delighted to be here
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—Governor Martin

most of all, the ingredients for greatness. They knew that they had embraced in the Constitution a precious discovery, and they wanted their posterity to maintain and preserve it for future generations.

And so, for these nearly two hundred years, the graduates of this University have served this state, this nation, and the world. They have preached from our pulpits, written our books, made our laws, administered our government, edited our newspapers, pioneered the marvel of electronic media, and they have fought and died bravely on distant battlefields. Our university system has given our nation and the world thousands of leaders of wisdom, of integrity, of unfailing courage. They have been leaders who have used their knowledge to enrich all of mankind.

But never before has a university system been so critically challenged to produce new leaders of greatness, to become an institution which, in Cicero's words, is "all afire". Assuredly, nothing can catch fire unless there's a spark to kindle it. And I know of no way of creating such a spark from without. It must come from within.

And it is in that knowledge, President Spangler, that the people of North Carolina look to you today for that spark that will ignite a new fire illuminating our University system as the paragon of world-wide excellence in education and research, and that is why we invoke the blessings of God, our Heavenly Father, upon that great work. You have our prayers that this great consolidated university with its sixteen united campuses will continue to demonstrate that it has a profound faith in North Carolina and the nation, that it has an abiding devotion to the principles of human progress, and that it will, under God's guidance, and with your leadership, do all within its power to help lead us into a new era of fulfillment as truly one united state.



Greetings from the Students of the University

G A R Y M A U N E Y

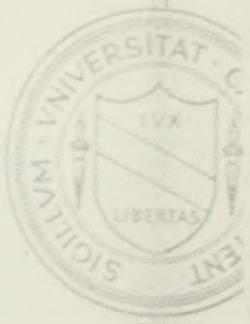
*Student at North Carolina State University and
president of the Association of Student Governments*

It has been said that education is the instrument by which the past is preserved, the present made productive, and the future given promise. The role of the University has been to serve as a conduit through which knowledge could be passed. This conduit has bound itself inextricably with the ability of North Carolina's young people to be more than passive recipients of what is. Rather, it has allowed them to be shapers of what ought to be.

For many years the University of North Carolina has been an essential, irreplaceable crucible of learning and evaluative thought. In this crucible, the friction among ideas has been the heat that generates a transformation called education. This process has manifested itself in the thousands of students who have been provided with more than a means to make a living; they have been provided with a means to make a life. In order to foster a society capable of enduring the critical transitions ahead of us, we must supply the constituents of that society with the tools necessary to construct a future worthy of the proud heritage of our past. Accordingly, we must commit ourselves to the augmentation of pure learning with values that will ensure a culture based on ethics and integrity. An education is void of true meaning if it leaves a person incapable of exercising compassion, justice, morality, courage, conviction, and those other traits of character necessary to the improvement of the human condition.

With these thoughts weighing heavily on our minds, we place our trust in a leader we believe will provide the direction and distinction necessary to move the University toward these goals. In good faith, President Spangler, we support your assumption of responsibility, fully cognizant of your ability to shepherd our system with the same enthusiasm and vigor exemplified in your continued dedication to the advancement of





education. When one considers the dilemmas facing our state and our nation, it is easy to see why your leadership as the chief post-secondary educator will be indispensable. The strongest forces in history have not been societies, but highly motivated persons.

Today, President Spangler, you undoubtedly have many questions to answer and difficult choices to make. Some of these questions may be: How can this University retain and cultivate its sound commitment to ensuring the access to knowledge that makes freedom truly possible? How can we improve the content and character of our academic programs to afford the maximum educational benefit to students? What can we do to keep educational opportunity open to all who have the attitude and aptitude necessary to learn? These questions, and many others, are already there, and your leadership will be instrumental in providing us with the answers.

Surely the roads to the future are not paved in asphalt; they are paved in the education of our people in order that they may live more productive and enriching lives as citizens of this State. The students of North Carolina's public universities happily offer their assistance to you, our new president, and look forward to the fruits of your wisdom and vision.



Greetings from the Faculties of the University

B E T T Y J O W E L C H

*Professor at the University of North Carolina at
Wilmington and chair of the Faculty Assembly*

President Spangler, I am greatly honored to bring greetings to you from the more than six thousand faculty members who comprise the sixteen campuses of the University of North Carolina. These distinguished and dedicated men and women have been drawn from all over the world to North Carolina, where they are dedicating their professional lives to teaching, research, scholarship, and service to mankind. Such a strong and diversified faculty can only be achieved when an institution has a premiere, national reputation. The citizens of North Carolina may be sure that faculty members are dedicated to fulfilling the mission stated in the Constitution of North Carolina. That mission is to develop a well planned and co-ordinated system of higher education and to extend its benefits to the citizens of North Carolina. Faculty members are also committed to the one great goal of higher education—the attainment of excellence.

We are extremely well motivated and proud to aid you, Mr. President, in the fulfillment of the visions we know that you have for a yet greater University. We see you as a leader with determination and decisiveness who has the vigor and the enthusiasm to carry the University forward in meeting the challenges of our times. The faculty stands ready to achieve excellence in education in North Carolina, Mr. President, through a partnership with the administration and the student body. Congratulations and warmest best wishes from the faculty.





Greetings from the Alumni

CHARLES KURALT

CBS News

When I was a student at Chapel Hill I was contemptuous of the alumni—the fat, bald ones who cluttered the campus on reunion weekends, acting as if the University belonged to them. And now, fat and bald, I understand at last that it *did* belong to them, that it *does*. And I speak for them this morning, the men and women living and dead who passed part of their lives at these schools and carried a part of these schools away with them into the state and into the world. They all return in spirit this morning, President Spangler, to bid you welcome and to put into your hands the care of the University—the one they loved so and love so.

It will be no secret to you that alumni can be a trial from time to time, and their proprietary affection for alma mater, a burden of your office. If you wish to know the size of the burden, I may as well tell you now. The number of living alumni of the sixteen schools for which you now assume responsibility is 529,592. Most of them will come to you in person to offer advice. Therefore, I shall not presume to do so, for I knew earlier than most about your character and intelligence. When you were "Dickie" and we were thirteen, I voted for you for president of the student body of Alexander Graham Junior High School. And having had no reason, in the intervening years, to waver in my confidence or affection, I now vote for you again on behalf of all 529,592 of us to hold to this greater presidency in the tradition of Frank Porter Graham and William C. Friday, which is a noble tradition, and in the name of a liberating and liberalizing education, which alone can advance our state and region and save our precious world.





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UNCG

Greetings from the Public Schools of North Carolina

M E B A N E M. P R I T C H E T T

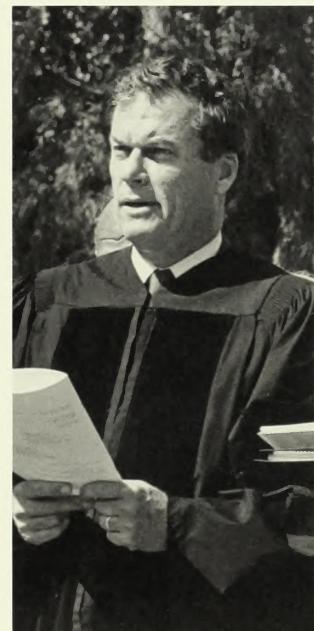
Chairman of the State Board of Education

On the occasion of a magnificent commencement address here at Chapel Hill at graduation a year and a half ago, which was given by one Mr. Kuralt, I turned at its conclusion to my wife and said, "Wouldn't it be awful to have to follow him on a podium!"

President Spangler, I bring you greetings on behalf of the public schools of North Carolina. It was a personal privilege to work with you, Mr. President, as a colleague on the State Board of Education, and it will now be a personal privilege to work for you and with you on behalf of all public education in North Carolina, kindergarten through university.

The public schools and the university in one sense resemble the foundation and the upper structure of a house. Together they form a whole greater than their sum. Quite simply, we need each other. In the public schools, we educate our state's children for diverse paths in life. Many of our graduates attend the several institutions of this magnificent university. We are obliged to prepare them adequately so that they might take full advantage of the opportunities for intellectual growth abundant on your campuses. The very quality of this University assists us by motivating our students to learn, to pursue excellence, so that they can attend the University of North Carolina.

The path between the public schools and the University is well trod by traffic in both directions. You receive from us and you give to us. You have traditionally been our primary source of teachers. Your efforts to prepare young people to become teachers have, in fact, been a substantial priority of public higher education in North Carolina for a century. All of us who have passed through our state's public schools, who have



had children pass through our public schools, are grateful for the superb teachers you have provided us.

As one might expect, Thomas Jefferson thought about all of this before any of us were around. He wrote many years ago that what we now call the public schools should prepare young people to take on the basic responsibilities attendant to functioning in a family, in a community, in a democracy. Jefferson further wrote that the University should, among other things, serve society by expanding knowledge and preparing our leaders. Mr. President, both the public schools and the University have long and ably carried out these responsibilities. We have done this, each by our own devices, as well as in cooperation with each other. The challenges ahead will call for ever more joint ventures. My colleagues and I look forward to working with you and your colleagues in carrying out Mr. Jefferson's charge here in North Carolina.

Greetings from the Colleges and Universities in North Carolina

H. KEITH H. BRODIE

President of Duke University

Mr. Chairman, Governor Martin, President Spangler, President Emeritus Friday, distinguished ladies and gentlemen:

I am honored to bring greetings today from the Association of American Universities, whose membership has been graced by the University of North Carolina for almost seventy years. In the length of that membership we are reminded that not so very long ago only two great universities served the South—Thomas Jefferson's university and North Carolina, the first state university. We of the AAU wish you well as you pledge yourself to leadership of this great pioneering institution, to its broad mission of service across the state and its commitment to the discovery of truth.

I greet you, Mr. President, on behalf of the independent colleges and universities of North Carolina. You and I represent today a precarious balance that has served America well. Together North Carolina's great consolidated university and North Carolina's private colleges and universities can maintain America's philosophy of pluralism, our belief that reality consists of numerous independent elements. We welcome you warmly as you join the leaders of our private sector of higher education in a mutual determination to build differing roads to truth and service in a democracy. I doubt that either of our systems could do the job as well without the other.

President Spangler, I greet you in the name of Duke University. Collaboration between Duke and the campuses of the University has enabled all of us better to flourish, better to serve our state and our nation. Duke University renews today a pledge for even greater cooperation. Our roots in North Carolina also go deep, and we join you here with a certain sense of family feeling.





Finally, I remind you that if there are difficult days ahead, there will be other days of joy, days of ceremonial renewal, such as today. If there is no evening without unfinished business, there will be no morning without anticipation. For you bring to the doing of a great task your whole self, diverse and innumerable, and in that I have confidence, and in that I congratulate you.



Greetings from the University World

SIR JOHN BUTTERFIELD

*Master of Downing College and Regius Professor of Physic in
the University of Cambridge, formerly vice chancellor of the
University of Cambridge*

You may have wondered why Cambridge should be here representing the university world. It's about two hundred and five years ago this weekend that a Cambridge man from Clare College, Lord Cornwallis, surrendered to the armies of George Washington. And, indeed, I this weekend surrender to your new president. [Doffs cap and bows.]

I want to tell you that I believe we have another link not well known. In an old church in Cambridge, beside our oldest college, Peterhouse, Little St. Mary's, there's a plaque of the Washington family. I've checked on this; that plaque is dated 1729. It carries the Washington family emblem—two white stars on a dark blue background above and vertical red and white stripes below, surely a precursor of your national flag.

I'm very proud to be here speaking for the university world—very inadequately, I'm afraid. I wanted you to know that worldwide we respect the way that, since your inauguration in 1789, you have steadfastly extended the boundary of your campus so that now, Mr. Governor, it reaches the borders of your great state. That is through your sixteen institutions, President Spangler, a great and important achievement.

Then I wanted you to know that worldwide your scholars have been welcomed and respected and greatly appreciated. Cambridge is just one of very many ports of call that they've come to. Wherever they've come, they've intrigued us, they've dazzled us, they've charmed us with their qualities and their intellectual stimulation.

I want you to know that we recognize that this University does rather more than pursue the three great thrusts of the university world that we talk about at home and in Europe—I speak of the responsibility for the acquisition of knowledge. (And you do that through the scholarship and research of



"He has exactly the qualities that Pythagoras urged the ancient Greeks to insure their leaders had—courage and judgment, knowledge of the situation and style, temperance in command."

—Sir John Butterfield

your staff; I was delighted to know that all those faculty members were represented in a welcome to President Spangler.) You also, of course, preserve knowledge. (Three million volumes in your library, heaven knows how many bits of information on your computer programs, and heaven knows how many million facts in the minds and books of your scholars. And now I know that you've over half a million alumni. The amount of information available to this University is clearly prodigious.) And you transmit knowledge. (You have wonderful courses, both in breadth and depth.) But on top of this it seems to me this University has added importantly some more dimensions. One is the enthusiastic drive for the proper application of knowledge in your state. Yesterday was a great day for that idea. You had a seminar on the way the University has been doing things for the health of the people here, another seminar on the impact of the University on growth and economics. And some of us were very privileged to hear from Professor Katz last night an inspiring speech about how the University and its neighbors are helping the great humanities tradition.

And I wanted to add one last thing which I believe happens in this University: I wanted to say to you that I know from students I've talked to that you are concerned to sharpen up their talents, that you are genuinely concerned with what I regard as more and more the missing part of education in so many places: You have been and remain concerned about discovering the talents and aptitudes of your young people. That is vitally important if educational processes are going to prepare our young people for that great, wonderful vision of the future that your founding fathers saw, namely the pursuit of happiness.

Well, it's no surprise to me or anybody else in the university world that you are inaugurating, you're installing Dick Spangler. He's a widely experienced man, someone who's always striven for excellence, whether in the Woodberry Forest School basketball team or in his wonderfully successful career in construction and banking and education. He has exactly the qualities that Pythagoras urged the ancient Greeks to insure their leaders had—courage and judgment, knowledge of the situation and style, temperance in command. So, President Spangler, very humbly but very sincerely, on behalf of the university world, we welcome you. We wish you and your scholarly and talented wife every success in your new office.

The Presentation of the President

Chairman Carson:

Two years ago last month President Friday announced to the Board of Governors that he would retire when his successor had been elected. The Board named a Search Committee, and the Search Committee formed an Advisory Committee made up of representatives of the faculties, student bodies, alumni and boards of trustees. These two committees held six public hearings in various parts of the state to get ideas from interested citizens on the kind of leadership the University needed. Members of the Board of Governors made trips to six other major university systems over the nation to study models of leadership and to get advice in our own search.

The Search Committee recognized at once that it would be impossible to find a man with the national stature of President Friday, acquired over a period of thirty years of exceptional service to the University. But the Committee eventually concluded that we did have in North Carolina exactly the kind of leadership that was required for the years ahead. The man recommended, and the one the Board of Governors chose, was not an educator by vocation but one who for many years had followed education as his consuming avocation. Moreover, he had demonstrated, and he continues to demonstrate, that he had the vision necessary to lead a great University. He understands the mission of the University in the modern world. He understands its need for academic freedom. He understands the way in which this University arises from the people to serve the people. Perhaps more important than all else, he has a great interest in people as individuals. And he also has a wonderful sense of humor.

President Spangler took office on March 1, and in the intervening months he has demonstrated that the judgment of the Search Committee and the Board was right. He comes to this position with the strong and enthusiastic support of the Board, and I feel sure of all people in the state. His is not an easy job, but he brings just those qualities of heart and mind, just those strong convictions and just those skills in dealing



"He brings just those qualities of heart and mind, just those strong convictions and just those skills in dealing with human beings that are needed to be a superb leader."

—Chairman Carson

with human beings that are needed to be a superb leader in the years ahead.

Before the oath of office is administered, I want us all to meet President Spangler's wife, Meredith, and their two daughters, Anna and Abigail. Other members of the Spangler family are seated with them. Will you, Mrs. Spangler, and your two daughters, please stand and let us greet you.

The Administration of the Oath of Office

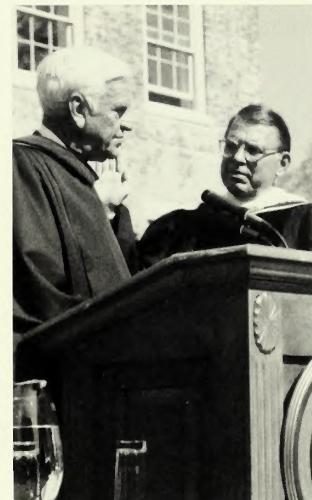
Joseph Branch, Chief Justice, retired, North Carolina Supreme Court:

Do you, Clemmie Dixon Spangler, Jr., solemnly and sincerely swear that you will support the Constitution of the United States and do you solemnly and sincerely swear that you will be faithful and bear true allegiance to the State of North Carolina and to the constitutional powers and authorities which are or may be established for the government thereof, and that you will endeavor to support, maintain and defend the constitution of said State, not inconsistent with the Constitution of the United States? And entering upon the responsibilities of the office of President of the University of North Carolina, do you undertake to fulfill its duties to the best of your ability and without fear or favor, to cherish and encourage scholarship and the search for truth, and to dedicate all the powers of The University of North Carolina to the intellectual, moral and physical training of youth and to the development and moral enlightenment of the citizenship? Do you further promise to dedicate this University to impartial and sympathetic service to all of the people of North Carolina, and further do you swear that you will well and truly execute the duties of the office of President of The University of North Carolina to the best of your skill and ability, so help you God?

President Spangler: I do, sir.

Chairman Carson:

I now have the privilege of formally investing Clemmie Dixon Spangler, Jr., with the authority and responsibility of President. Clemmie Dixon Spangler, Jr., by my authority as Chairman of the Board of Governors of the University of North Carolina, and by virtue of your election by the Board of Governors, I now declare you President of the University of



"For the first time in 30 years, the University of North Carolina today inaugurates a new president. He will direct a university system that has steadily grown to a position of prominence and envy among the nation's public higher education systems."

—New York Times

North Carolina. I charge you to a full realization of the responsibilities laid upon you by this office, to the necessity for courageous and constructive thought in their fulfillment, and to the duty and privilege of seeking out the intellectual and educational needs of the people in order to achieve the high destiny of this University. We are well pleased to place the leadership of this University in the hands of C. D. Spangler, Jr.

The presidential medallion contains the seal of the University, first adopted in 1791 and now the seal of the sixteen-campus University. It is in a setting of wild roses. The wild rose is symbolic of simplicity and sincerity, two qualities that have been characteristic of higher education in this state in the past and that we trust will continue to characterize our institutions in the future.

As a symbol of your office, Mr. President, I place around your neck the President's medallion.

Ladies and gentlemen, President Spangler!

Inaugural Address

C. D. SPANGER, JR.

President

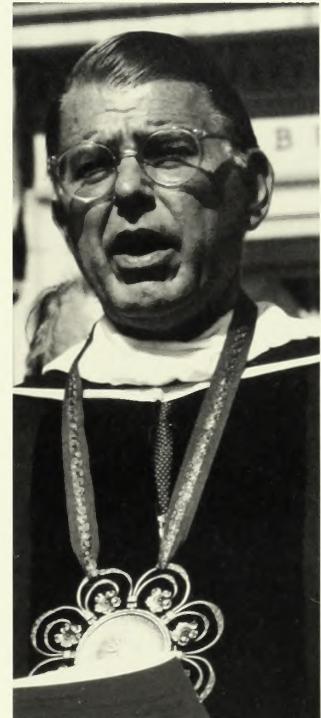
Governor Martin, Lieutenant Governor Jordan, speaker of the House of Representatives Ramsey, members of the General Assembly, Chairman Carson, members of the Board of Governors, President Friday, trustees of our sixteen universities, honored guests, distinguished faculty, student representatives, and friends of the University who have come from near and far. I thank all of you for your support for the University and your support for me. I particularly thank those who have planned this day and those who have participated.

I bring you greetings from the University of North Carolina—from:

Appalachian State University,
East Carolina University,
Elizabeth City State University,
Fayetteville State University,
North Carolina Agricultural and Technical State
University,
North Carolina Central University,
North Carolina School of the Arts,
North Carolina State University at Raleigh,
Pembroke State University,
University of North Carolina at Asheville,
University of North Carolina at Chapel Hill,
University of North Carolina at Charlotte,
University of North Carolina at Greensboro,
University of North Carolina at Wilmington,
Western Carolina University, and
Winston-Salem State University.

This has been a long salutation, but you are a distinguished and diverse group, and you represent the breadth and the scope of the University of North Carolina.

The geographical breadth of the University is truly remarkable. Elizabeth City State University is 475 miles from Western Carolina University. Elizabeth City is as close to New



York City as it is to Cullowhee! Because our predecessors sought to extend the benefits of the University of North Carolina to the people of this state, 95 percent of our six million citizens live within 50 miles of one of the University's campuses. Access to the University has always been a guiding principle in this state. In one of my first meetings with President Friday, in February of this year, he picked up from his desk this pamphlet and said, "Dick, let me read what the constitution of our state says about our responsibilities," and then he read this passage:

"... the benefits of The University of North Carolina shall be extended to the people of the State free of expense, as far as practicable." [N.C. Constitution, Art. IX, Sec. 9]

It is tempting to those who bear the important responsibility for the state's fiscal integrity to look at the University's low tuition and say, "That's a bargain. The students and their parents will pay more; so let's raise the tuition. After all, everything else is going up." And that's a compelling argument. My answer to that is, first, it is already too expensive. Typical housing costs \$1,200 to \$1,400 per year; food, \$1,400 to \$1,600; books, about \$200. Add to that the low tuition and fees of approximately \$800 and something for clothes and transportation, and you have a total cost of about \$4,500 per year. Most students and their parents already borrow heavily for college expenses. Graduate students leave the University with a debt that anyone would call excessive and burdensome.

My second argument on tuition is that the authors of the North Carolina Constitution knew access to education was vital to democracy and were desirous, and even anxious, to make the investment necessary to produce an educated populace.

We must find ways to reduce graduate students' costs, to hold the line on in-state, undergraduate costs, and to make absolutely certain that no one in our state is denied a college education because of lack of money.

I can well imagine President Frank Porter Graham reading to a young Bill Friday that same passage from the Constitution about access and extending the benefits of the University. Dr. Graham fervently believed the boundaries of the University were coterminous with the boundaries of the state.

If I live long enough to know my successor, I shall pick up

this booklet and read to him or her Article IX, Section 9 of the North Carolina Constitution.

The extent of the University's reach is measured not only in space but also in time. Nine of our 16 universities will have celebrated their one hundredth anniversary by 1992.

In a few years the University of North Carolina at Chapel Hill will celebrate the two hundredth anniversary of its founding. Only yards from here, in Old East, a building you can see on your right, our first students lived and studied in 1795. Those students were the first students in the United States to attend a public university.

The living history of the University of North Carolina has been a unifying force in our state and points to the best method of measuring the real extent of the University.

We are proud of our geographical scope. We are proud of our long history, but to be a great university we must do more than just occupy time and space. To be great, a university consistently has to produce people with intellectual ability. A university must ultimately be measured by the accomplishments of its graduates. This University is great and respected because its graduates, generation after generation, have been good citizens and good leaders. Someone once said, "What man changes not for the better, time changes for the worse." This is true in human affairs, and the graduates of this University have indeed by their involvements helped change our communities and the world for the better. And by doing so, they have brought honor to their University.

You have come today to help celebrate the past and future of this University. Celebrations have been a part of our human heritage since the beginning of recorded history. Academic celebrations have been colorful and happy experiences since the middle ages. Now we gather to pay tribute to those who have done so much over generations to build the 16 institutions of the University of North Carolina.

No man in our times or in times past has ever done more for the University than has President William Friday. The University he came to 30 years ago scarcely resembles the one we see today. Bill Friday was a whirlwind despite that calm demeanor. His dedication and that of his wife, Ida, have distinguished this University. I ask you to join me now in acknowledging our gratitude to the Fridays.

May God bless you, Ida and President Friday.

The University is now 16 universities, all the state-spon-

sored institutions of higher education in North Carolina that grant a baccalaureate degree. Each has been shaped by its history and by the energies and devotion of people who have led and supported it. No two are alike. Five were historically black, one historically Indian, others historically white. Now, of course, all are open to all races and sexes and all are infinitely better places for it.

Much has been done in the past in our universities and done well. Yet, as heavy as the hand of history has recorded the University's past, the scales of time must always tilt toward the future.

The future of the University looks good. In times past that future must also have looked clear for other presidents, and yet most of my predecessors in this century, after they took office, would soon see their graduates killed in major wars. History should warn us. It is sad to think our graduates in the future may and probably will have to fight. A purpose of the University is to teach well what is worth fighting for and what is not, and to give our people the courage and strength to preserve this democracy that makes us free.

But let us not talk of war on such a festive day. Let us talk of learning and what education means to the future of our state.

I see four significant areas where the University will help make a difference in the future.

First, it is critically important that the University accept responsibility for eliminating disabling illiteracy in our people. In the past a person could live a productive life with limited reading and writing skills. Not so in the future. It is not only cruel for us to permit illiteracy to exist, it is also unwise. Productivity, no matter how you measure it or for what purpose, is not possible without a literate people.

Our universities educate those who will be the teachers in our public schools. How effective those teachers are will determine the quality of our universities' incoming freshmen as well as the productivity of employees in our industries. How can we possibly misunderstand this?

A redesigned effort to improve teacher education is under study in the University.

Parts of this proposed teacher preparation program will mean controversial changes of direction, but I would remind you of the Turkish proverb, "No matter how far you have gone on a wrong road, turn back."

Because these teachers reach across the state and into every

home, I cannot imagine a more proper effort for the University to pursue.

Illiteracy can be eliminated in North Carolina. It is the University's responsibility to bring future teachers to public schools equipped to win this battle, and it is the state's responsibility to say we shall have no illiteracy in North Carolina in the twenty-first century.

Secondly, I would comment on another significant involvement for the University, and that is in the area of health care.

We have two strong medical schools and a strong dental school, along with outstanding schools of nursing and of public health. Our doctors daily not only teach but also treat thousands of patients.

We must give our doctors the laboratories, the scientific equipment, and the support personnel to enable them to fulfill their mission. That will be expensive, but I will do as my predecessor has done and that is to devote time, attention and resources to efforts that will ensure first-rate doctors and first-rate health care for North Carolinians.

Thirdly, the University, at this crossroad in its history, is in a position to help determine which industries and which occupations will cause our people in North Carolina to prosper in the future. This is too good an opportunity to miss. It does not take a degree in economics to know that our traditional industries are under pressure and that employment in those industries has declined.

Further, it is certain that the future will bring more unwelcome changes in some of our present occupations.

The University has unique strengths which, if properly used, can bring together ideas with capital. The University can act as a catalyst to produce a sounder economic base for our state. Since the University receives its financial sustenance from the state, it is in the University's best interest to participate in the efforts to strengthen North Carolina's economy. We have in North Carolina an abundance of many of those assets needed for a sound economy. We have, first, a hard-working people. We have good water and substantial electric power. We have capital, and we have leaders. If put together properly, those elements will bring employment and profit to the people in our state.

I have talked about the University's work in support of our schools, in support of health care and in support of a sound economic climate.

Serving the taxpayers in this fashion is part of our mission, but our first duty, I believe, is to educate the 130,000 students on our 16 campuses—to engage those 130,000 minds and awaken them to scholarship. I was struck, thinking about my remarks today, by how little the University's mission has changed in the last 193 years. Here we are, some 1,200 cornerstones since the one in Old East, hundreds of thousands of diplomas later, billions of dollars of investments later, with knowledge exploding around us, and the main mission is still the same—to educate those who would learn. The main purpose of this University has been and will continue to be to encourage students to enrich their lives through study and to gain a lifelong desire for learning.

How do we go about instilling this desire for knowledge? The essential ingredient is not a good university president. The essential ingredient is a good faculty. And how do we ensure that our 16 universities have first-rate faculties?

What strategies will it take to win the best professors? Number one, we must pay them well. We need more endowed chairs for faculty on all our campuses, and I hope that those of you in this audience with the means and inclination to endow one will get that opportunity from one of our 16 institutions. Ninety years ago, an eloquent predecessor of mine, President Edwin Alderman, made a pretty good pitch for endowed chairs when he said this of one endowment fund: "It will immortalize its founder when every friend he ever knew and every sentence that ever came from his eloquent lips have faded from the earth." A rather compelling argument.

Secondly, we must provide our faculty with the resources—the laboratories, the personnel, and the research libraries—that enable them to pursue research in their chosen fields. Mr. Jefferson warned it was necessary to keep his university "up in even pace with the science of the times." And we must do the same.

Third, we must stand steadfast for academic freedom and freedom of expression. I am persuaded that the University of North Carolina's strong national reputation and its excellent faculty have been gained in part because the leaders of this institution, and its faculty, were speaking out for equal rights for all races at a time when the idea was abhorrent to most of our state's taxpayers and legislators. Some unpopular ideas, of course, don't deserve to be popular, ever, but they deserve to be aired. Again to quote Mr. Jefferson, "We are not afraid to

follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it." President Frank Porter Graham said, "How else can we find out what is good if we cannot compare the good with the bad or with the unsound?" I will oppose any efforts to silence the expression of ideas, provided the expression is not so noisy or unruly that it interferes with the educational process.

Finally, places of learning have always been pleasant places and they should be—even beautiful places. One of the things going for us and for our state is that we can offer faculty members a wonderful place to live. This clearly is an advantage when you set out to attract and hold world-class professors.

So this is our mission as I see it. As in a relay race, holding the baton means little. You must run your hardest with that baton, and with a final burst of energy, extend that baton to the next runner who carries on the race. You and I have the responsibility to extend that successful history of the University of North Carolina into the future.

I don't know exactly how we go about doing all that needs doing, but among us here I do know we can figure it out. The Board of Governors of this institution, those of us who administer it, the chancellors and trustees of the 16 campuses, the faculties, the students, and those who represent North Carolina taxpayers from the Governor to the members of the General Assembly—we must all work at finding the answers.

What we are trying to do, after all, is something we North Carolinians believe we are good at: inspiring our citizens to become the best that they can be. Our mission for the future may have a familiar ring, "to make the weak students strong and the strong students great."



Seminars, Musical Events and Exhibits

Thursday, October 16

SEMINARS CONDUCTED BY RECIPIENTS OF THE OLIVER MAX GARDNER AWARD

2-3:30 p.m., Gerrard Hall

Changes in Health Care and North Carolina's Future:
The Role of the University

Moderator:

Leroy T. Walker, Ph.D., chancellor of North Carolina Central
University from 1983 until his retirement in 1986.

Panelists:

James A. Bryan II, M.D., professor of medicine and of social
and administrative medicine, UNC-Chapel Hill School of
Medicine.

Carl W. Gottschalk, M.D., Kenan professor of medicine and
physiology in the UNC-Chapel Hill School of Medicine,
one of the world's leaders in kidney research.

Eloise R. Lewis, founding dean and professor of the UNC-
Greensboro School of Nursing until her retirement in
1985.

3-4:30, Hanes Art Center

Technical and Economic Growth:
The Role of the University

Moderator:

Edgar Loessin, founder, professor, and chairman of the
Drama Department at East Carolina University.

Panelists:

Richard Bardolph, Ph.D., Jefferson Standard professor of
history emeritus and long-time History Department chair-
man at UNC-Greensboro.

Ellis Cowling, Ph.D., professor of plant pathology, forestry,

and wood and paper science, one of the leading experts on acid rain.

Vivian T. Stannett, Ph.D., Camille Dreyfus professor of chemical engineering at N.C. State University.

LECTURE

7:00 p.m., *Morehead Building*

The Burden of Humanism:

The University and Society

Presiding:

Philip G. Carson, Chairman of the Board of Governors

Introducing Speaker:

Charles Blitzer, Director, National Humanities Center

Speaker:

Stanley N. Katz, President, American Council of Learned

Societies

Friday, October 17

EXHIBITS AND MUSICAL EVENTS FOLLOWING THE INAUGURAL CEREMONY MCCORKLE PLACE

University Exhibits

Each of the sixteen constituent institutions of the University has a small pavilion in McCorkle Place. Exhibits have been set up in those pavilions to display some aspects of the programs or activities of the institutions.

Art Exhibits

Juried exhibits of student art are on display in the East Gallery of Person Hall and the North Gallery of the Morehead Building. These works include paintings, photography, architecture, landscape architecture, textiles, and costume design.

Musical Groups

Musical groups from the University's constituent institutions will perform from 12:30 until 2:30 at six locations around McCorkle Place. The locations and groups are listed below.

Old West

- 12:30 UNC—Chapel Hill Guitar Solo
- 1:00 School of the Arts String Quartet
- 1:30 School of the Arts Flute Quartet
- 2:00 School of the Arts String Trio

† East

- 12:30 UNC—Greensboro Marimba Band
- 1:00 UNC—Chapel Hill Flute Duo
- 1:30 UNC—Chapel Hill String Quartet
- 2:00 Pembroke State Clarinet Choir

Alumni Hall

- 12:30 Western Carolina Choir and Early Music Ensemble
- 1:00 N.C. A&T Concert Choir
- 1:30 East Carolina Concert Choir
- 2:00 Fayetteville State Choir

Person Hall

- 12:30 Pembroke State Vocal Ensemble
- 1:00 N.C. State Grains of Time
- 2:00 UNC—Wilmington Camerata Singers

Davie Poplar

- 12:30 School of the Arts Flute Quintet
- 1:00 East Carolina Sax Quartet
- 1:30 UNC—Charlotte Brass Quintet

Morehead Building

- 12:30 N.C. A&T Sax Quintet
- 1:00 Pembroke State Low Brass Ensemble
- 1:30 UNC—Wilmington Sax Quartet
- 2:00 UNC—Greensboro Market Street Brass

CONCERT

1:30 p.m., Memorial Hall

Symphony Orchestra of the
North Carolina School of the Arts,
“nsom Wilson, conducting

Academic Festival Overture, Op. 80 by Johannes Brahms

Appalachian Spring by Aaron Copeland

Introduction and Rondo Capriccioso, Op. 28 by Camille Saint-Saens (featuring Sarah O’Boyle, violin)

Symphony No. 8 in G. Major, Op. 88 by Antonin Dvorak



Delegates from Universities and Colleges

UNIVERSITY OF PARIS (12th century)	PRINCETON UNIVERSITY (1746) <i>Herbert S. Bailey, Alumnus</i>	UNIVERSITY OF SOUTH CAROLINA (1801) <i>Fred W. Roper, Dean, College of Library and Information Services</i>
UNIVERSITY OF OXFORD (12th century)	BROWN UNIVERSITY (1764) <i>Donald McIver Stanford, Jr., Alumnus</i>	UNIVERSITY OF MICHIGAN (1817) <i>Sara S. Beale, Alumna</i>
UNIVERSITY OF CAMBRIDGE (13th century)	SALEM COLLEGE (1772) <i>Thomas V. Litzenburg, Jr., President</i>	UNIVERSITY OF VIRGINIA (1819) <i>Carl W. Gottschalk, Alumnus</i>
T. C. Gardner, <i>Alumnus</i>	UNIVERSITY OF GEORGIA (1785) <i>Mary Laraine Hines, Alumna</i>	INDIANA UNIVERSITY (1820) <i>Ned R. Lavengood, Representative</i>
UNIVERSITY OF ST. ANDREWS (1411)	LOUISBURG COLLEGE (1787) <i>Steven E. Brooks, Dean of Academic Services</i>	CASE WESTERN RESERVE UNIVERSITY (1826) <i>Farris Womack, Visiting Committee</i>
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